THE CHRISTIAN QUEST

Youth and Jesus' Way of Life

PROGRAM SUGGESTIONS FOR GROUP LEADERS

BERKELEY BAPTIST
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Pamphlet Number Five

PRICE TWENTY CENTS

WHAT THIS PAMPHLET IS

1. **It belongs to a series.** Therefore, although dealing with a single topic, it can best be used in connection with others in the series. The pamphlets now ready (September, 1927) are—

I. Basic Materials

1. Qualities of an Effective Leader
2. How a Leader Proceeds with a Group
3. How to Study Individual Growth
4. How a Leader Uses Organization
5. Program Suggestions for Group Leaders

II. Resource Materials

6. Worship and Leaders of Youth
7. Youth and Recreation
8. Dramatics and Leaders of Youth
9. Use of Famous Pictures with Youth
10. Story-telling Projects for Leaders of Youth
11. Book Friends of Youth

Others will be issued annually.

All these can be secured from the agency and the address given on the title page.

2. It is intended to be an **aid in building a complete, all-round, balanced Christian program for any group of youth** in the church.

3. It has been prepared by a committee representing **forty denominations, fifty-six state and provincial councils of religious education,** and **a number of other Christian agencies** in the field of youth.

4. The Committee desires the aid of leaders everywhere in enriching the materials by sending in the **report of the experience** given on the last pages.

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THE CHRISTIAN QUEST

Youth and Jesus' Way of Life

LEADER'S MANUAL

Basic Materials,
Pamphlet 5

PROGRAM SUGGESTIONS FOR GROUP LEADERS

"If any man will do . . . he will know . . ."—Jesus

Materials to be Used as Aids in
Building a Church Program
with Youth

Prepared by the
COMMITTEE ON RELIGIOUS EDUCATION OF YOUTH
Approved for experimental use, February, 1927, by
the International Council of Religious Education

INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION
5 South Wabash Avenue, Chicago

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WHAT TO DO WITH THIS PAMPHLET

1. **Get the Others in the Series**—including the loose-leaf cover binder

2. **Read It Through Carefully**
   Date first read ..... My general impression .....

3. **Talk It Over with Others**
   With whom? Result?

4. **Do Some Further Reading**
   (See lists throughout the pamphlet.)

5. **Choose Features of Your Group Program** on Basis of Need and Interest
   (See "How a Leader Proceeds with a Group" and "How to Study Individual Growth"
   List of Features thus chosen:

6. **Look Up, in this Alphabetical List, the Features Thus Chosen**
   Read there what others have done.

7. **Choose, Under Each Feature of the Program, the Activities That Suit**
   Feature of Program
   Activities Used
   Result

8. **Check Up On Your Results**
   See heading under each feature "**Desirable Outcomes**"

9. **Register Yours as a Co-operating Group**
   (See form on page 51.)
   (Unless used from some other pamphlet.)
   Group Registered

10. **Send in Report of Experience**
    (See form on page 53.)
    Name of Leader .....
    Name of Group .....
    Church or Other Organization .....

Program Suggestions for Group Leaders

"What I want, when I pick up a printed help for my work with youth, is not a cut-and-dried affair with marginal notes telling me when to laugh; not a grab-bag affair with a hodge-podge into which I dip blindly; but a sort of cash-and-carry system where I can see things arranged and help myself."
—A Leader.

This section of these materials is something of a "cash-and-carry" system where each will find something to help him according to his need, but it is more than that. It will be also a constant reminder that his need is a many-sided one and that there are many ways that the leader has not thought of before for expanding, enriching, and balancing the program of the group.

This section, in an especial sense, is one that can best be used only in connection with the other Christian Quest materials.

The suggestions given in this section are not intended to be exhaustive; they have been deliberately planned to be suggestive only. They will stir the inventiveness of the group in working out activities of their own. Many leaders, while beginning with these, will go on and enrich their group programs by others.

GENERAL REFERENCE MATERIALS

The following are materials with which any leader could well be familiar:

1. **Materials issued by the Committee in Uniform Size with this Section**

I. Basic Materials

1. Qualities of an Effective Leader—10 cents
2. How a Leader Proceeds with a Group—10 cents

3. How to Study Individual Growth—10 cents
4. How a Leader Uses Organization—10 cents
5. Program Suggestions for Group Leaders—20 cent

II. Resource Materials

6. Worship and Leaders of Youth
7. Youth and Recreation
8. Dramatics and Leaders of Youth
9. Use of Famous Pictures with Youth
10. Story-telling Projects for Leaders of Youth
11. Book Friends of Youth

There is also provided a loose-leaf cover for binding the above and other materials—50 cents.

2. **Denominational Program Materials**

Each leader should get in touch with the headquarters of the denomination and secure information as to any program materials available. This is very important.

3. **"Program Suggestions for Christian Citizenship"**
"Methods for Group Leaders"

Published by Association Press, 347 Madison Ave., New York City, 48 pages. Price 25c each. Order from publisher.

Practically all of the suggestions in the first booklet are applicable and stimulating to the leadership of boys and girls and young people's work. Forty-two types of interest are listed alphabetically, ranging from Amusements to World Outlook, and under each are classified activities. These activities are divided into group activities and individual activities and the total number of activities listed is 550.

The second booklet deals with methods that a leader can use in getting a group working effectively around group interests and enterprises.

Size of page is slightly smaller than this pamphlet; punch marks are the same.

4. **"A Handbook for Leaders of Grade and Junior High School Girls"**

"A Handbook for Leaders of Senior High School Groupings"

"A Monthly Bulletin for Advisers of Girls"

Published by Woman's Press, 600 Lexington Ave., New York City. Order from publisher.

While these materials are prepared primarily for leaders of girls, the principles underlying them are applicable to all leaders of youth.

5. **"Program Suggestions for Tuxis Boys"**
"Trail Rangers Badge Book"

Published by the National Boys' Work Board of the Religious Education Council of Canada, 299 Queen St., West, Toronto, Ontario. Price of former 10c, of latter 15c. Order from publisher or the International Council of Religious Education, 5 South Wabash Avenue, Chicago.

These suggestions, while prepared primarily for leaders of boys, would prove very helpful also for leaders of girls. Nearly four hundred group and individual activities are classified in the former pamphlet under Home; School and Work; Church; and Community. Both the above are published in about the same size page as is this pamphlet and have the same punch marks.

6. **"Program Suggestions for Leaders of Girls"**

Published by the National Girls' Work Board of the Religious Education Council of Canada, 299 Queen St., West, Toronto, Ontario. Price 10c. (Published in smaller pages than these materials.) Order from Publisher or the International Council of Religious Education, 5 South Wabash Avenue, Chicago, Ill.

The listing of the above reference materials published by the agencies named is an evidence of the co-operative spirit in which all agencies whose leaders serve on the committee are putting their resources at the disposal of the constituency that serves youth.

7. **"Little Loose-Leaf Library"**

Published by F. H. Cheley, 601 Steele St., Denver, Colorado. Price 40 cents per bulletin, 3 for $1.00. 50 to 60 pages each. Order from publisher.

These bulletins can be bound in the same cover with these materials. They are prepared for workers with boys but much of the material applies also to work with girls. The bulletins especially useful to church workers who use these materials are:

(1) Games, Songs and Stunts for Boy Groups
(2) Self-starters. (150 stories for talks)

(4) Stories for the Camp Fire (5) Father and Son Observance Manual
(7) Classified Boy Activities (8) Club Handicraft Projects
(11) Guiding Principles in Vocational Guidance
(14) The Boy and Modern Psychology

8. **"Handy"**

Published by Social Recreational Union, 510 Wellington St., Chicago, Ill. Price $2.50. This is the well-known loose-leaf system of recreational leadership materials. Its various sections can be bound in with these materials according to need. Order from publisher.

INTERESTS AND ACTIVITIES OF YOUTH

Under each topic in the following list there are four headings as follows:

I. Activities

In these are listed the various enterprises in which a group or its members individually may engage. These lists will be used in many ways, such as: suggesting items for the group program; serving as lists from which members can choose their own individual program of activities; (see "How a Leader Proceeds with a Group"); in stimulating the ideals of the group; and in other ways. The first example is "Athletics" given on page 7.

II. Desirable Outcomes

Every leader before engaging in any activity with his[1] group, while the activity is going on, and after it has been finished, should keep before him constantly such questions as these:

1. What motives and attitudes might I expect my group to use in this activity?

2. How can I help them to enjoy using the most desirable attitudes and motives?

3. In what other areas or experiences of life will these be useful to them?

4. How can I make clear the similarity between the attitudes and motives used here and in other areas of life?

5. What additional unlooked for ways of thinking, feeling, and acting have been revealed in this activity? What do these indicate of the needs of the group?

[1] The word "he" or "his," etc., as used in this pamphlet to describe a leader, is used in its generic sense by which it refers either to a man or a woman. It seemed better to the Committee to follow this plan than to use each time the cumbersome statement "he or she," "his or her," etc. Women leaders, are, therefore, reminded that these materials are intended for both sexes.

6. How can the attitudes and motives used here and in a variety of similar experiences be gathered up into a Christian ideal?

Specific questions are given also as is shown first on page 8.

III. Methods That Others Have Used

This is a brief summary of methods used by other leaders, and will prove suggestive and stimulating. The first example occurs on page 8.

IV. Reference Materials

These list further books, etc., to which leaders who want to go into each subject in greater detail can refer. The first list occurs on page 9.

ATHLETICS

I. ACTIVITIES

A. What the Group Can Do Together [2]

Have a talk followed by discussion, or discussion only, on great athletes, or athletic ideals and good sportsmanship, particularly as illustrated in the community.

Study, report on, and discuss the athletic opportunities available for (a) The Group; (b) The Whole Church; (c) The Community. As a result work out an athletic program for the group.

Study, report on, and discuss some opportunity the group may discover for leading the athletic activities of a younger group.

Plan, promote, hold, and judge athletic events in church picnic or athletic meet, out-door or in-door, knowing and enforcing all the rules for making such meets successful.

Enter a balanced team as contestants in an indoor or an outdoor meet.

Study, report on, and discuss the reasons for the basic rules of physical training for athletics.

Study, report on, and discuss the reasons for and the importance of "good form" in six to twelve events of their own choice.

Study and report on present tendencies in college and professional athletics from standpoint of best welfare of all.

B. What Members Can Do Individually

Study and report for group discussion.

Lead discussion in younger group on athletic ideals.

Lead athletic activities for a younger group.

Coach younger boys or girls.

Adopt personal health habits program for sake of athletic fitness.

Study and follow for one season rules and form for some self-chosen event.

Enter and participate in this event in some athletic or field meet.

[2] In preparing the above and the following lists of activities much help has been derived from "Program Suggestions for Christian Citizenship" issued by the Y. M. C. A., and "Program Suggestions for Truxis Boys," issued by Religious Education Council of Canada.

II. DESIRABLE OUTCOMES

On page 6 it is suggested that there are certain questions every leader will keep in mind in connection with any activity in which he and his group engage. In addition to these there are certain questions that apply particularly to activities under the head of Athletics. These are:

1. What might I expect my group to learn from this activity?

2. To what extent do the boys and girls see the importance of and accept responsibility for their own physical condition?

3. In what ways has the group been interested and found joy and satisfaction in their practice of these activities?

(a) Did they practice and enjoy fair play? or did they practice snobbishness and underhandedness?

(b) Did they play as a team or did they play as individuals?

4. In what ways were they helped to see how the attitudes and motives used in the athletic activity are similar to those used in other realms of life?

5. What additional ways of thinking, feeling, and acting have been revealed in this athletic event in which they have participated?
E. g. Have they shown co-operation; courage; dependability; good will; health; honesty; humility; joyousness; love; loyalty; obedience; purposefulness; self-control; self-respect.[8]

6. What provision should be made to give them opportunity to express these attitudes and motives in other areas of experience and relate them to the Christian ideal?

III. METHODS THAT OTHERS HAVE USED

1. Studied local situation, re-made abandoned parsonage barn into gymnasium and social room for athletics, volley ball, and basket ball. Ran leagues in winter.

2. Put on each spring an athletic exhibition in church basement, with exhibitions of club swinging, gymnastic exercises from folk life, drills, tumbling, etc.

3. Got in touch with local athletic league and entered contestants. Then there followed practices for developing the young people in skill in events previously unknown to them.

4. Developed a county athletic meet under the auspices of the county Inter-Sunday-School Young People's Council.

5. Continuous frequent discussion as to the ideals entering into real sportsmanship. Boys and girls who were poor sports were talked with privately instead of being reproved in public, and they were led to see for themselves how wrong conduct interfered with full enjoyment and development.

[8] These and the traits given in the succeeding sections of this pamphlet are from a list of Christian Character Traits developed by the Committee on International Curriculum as a basis for a complete curriculum of religious education. The Committee on Religious Education of Youth has co-operated with this committee in preparing and using this list of the fundamental traits of Christian character.

6. Church leader whose boys agreed, after discussion, to accept ruling of umpire that seemed distinctly against them "for the good of the game."

IV. REFERENCE MATERIALS

Athletes of the Bible—Association Press.
The Church at Play; Richardson—Abingdon Press
Education through Play; Curtis—Macmillan
Games and Recreational Methods; Smith
Games for Playground, Home, School and Gymnasium; Bancroft —Macmillan
The Girls' Adventure Book—Woman's Press
Health by Stunts; Williams—Macmillan
Spaulding's Athletic Library

AQUATICS

I. ACTIVITIES

A. What the Group Can Do Together

Study the opportunities of the local church and community.

Plan a program based upon the needs discovered.

Plan an expedition for swimming practice and tests.

Provide for the group qualifying for and receiving the awards of the American Red Cross.

Provide for instruction in swimming and life saving.

B. What Members Can Do Individually

Participate in some of the group enterprises.

Carry forward one's ability by definite stages, for example, from one award of the Red Cross to the next higher one in one season, etc.

Teach a younger person to swim.

Teach a younger person life saving.

Participate in some aquatic meet.

II. DESIRABLE OUTCOMES

The questions given under this topic in the section on Athletics will prove helpful here. In addition the leader ought to ask the question:

Have the members of my group, in seeking aquatic skill, been controlled mainly by desire for personal display, satisfaction in personal achievement, or desire to be ready for a possible emergency in the saving of life?

III. REFERENCE MATERIALS

Life Saving Department—American Red Cross

BIBLE STUDY

I. ACTIVITIES

A. What the Group Can do Together

Carry out a study of the growth of the individual members to discover the needs and interests on which the Bible study course can be chosen.

Evaluate, on the basis of the needs of the group, the Bible study courses at present in use in the church.

Evaluate, on the same basis, other courses that might be available.

Select a Bible study course on the basis of group needs and interests.

Get in touch with the denominational boards of religious education for the sake of wide acquaintance with possible courses.

Participate in a Bible study course for a definite period.

Arrange for some review of the values secured in the course including an emotional reaction and personal commitment.

B. What the Members Can Do Individually

Participate as an active individual in any group enterprises.

Lead a Bible study course for a younger group.

Make a personal study of available courses.

II. DESIRABLE OUTCOMES

The leader will keep in mind the following questions:

1. What differences in character do you expect Bible study to create?

2. Have your members participated merely on a memory basis?

3. Have they studied the Bible for the sake of making a record or securing awards or recognition?

4. Have they taken a certain course because it has been prescribed by someone else or grown out of their own interests?

5. Have they carried the course through persistently?

6. Has the course been linked up with their own needs and problems?

7. Has the course led to any definite committal of their lives?

8. Have any instances of temptations being overcome or positive decisions made been observed as a result of the course?

9. Have the following character traits emerged: Co-operation; Faith; Forgiveness; Good Will; Honesty; Love; Loyalty; Reverence; Spirituality?

III. METHODS THAT OTHERS HAVE USED

A certain group of young people began a discussion of modern problems, such as war, peace, the races, industry, etc. After they had gone as far as they could, they began to ask themselves naturally what Jesus had said on these topics. As a result they began a systematic study of the teachings of Jesus from which they secured a great deal more benefit than if the course had

been taken up arbitrarily rather than growing out of their own needs.

IV. REFERENCE MATERIALS

Leaders will get in touch with their own denominational headquarters for lists of Bible courses that will fit in best with their own discovered needs.

CAMPING

I. ACTIVITIES

A. What the Group Can Do Together

Have a talk followed by discussion on what we did last summer at camp.

Arrange for a study and report on the camping activities available for the young people of the church.

Work out a camping program for the church.

Take a share in working out a camping program for the community.

Study, report on, and discuss some opportunity the group may discover for providing camping activities for a younger group.

Organize and carry through an over-night hike with the group, providing for equipment, food, sleep, camp fire, social and recreational program, camp fire songs, good-night devotional program, and sanitary grounds when leaving.

Organize and carry through a week-end camping trip with the group, providing for the same needs.

Organize and carry through a church camp.

Take a Gypsy trip.

Build a camp latrine.

Build a camp garbage disposal outfit.

Study, report on and discuss the sanitary and health rules for a well-run camp.

Evaluate the group's camp or a well-known camp in the light of the above regulations.

Erect a tent so that it will stand severe rain and wind.

Build a shelter of wild-wood material that will be rain proof.

Build a bed of wild-wood materials.

Set up and use an outdoor stove.

Make camp utensils out of wild-wood material such as brooms, pot lifters, lanterns, etc.

Evaluate the camp by a standard for camp life.

B. What Members Can Do Individually

Study and report for group discussion.

Take a group of younger boys or girls on a camping trip.

Serve as cook for a camping group for one meal or for one day.

Learn how to build a fire without matches.

Study and report on, or use knowledge in regard to the following items in the local camp site: drainage, prevailing winds, poison ivy or oak, location of pure water, animal habits, location of flowers, adjoining points of natural or historic interest, etc.

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II. DESIRABLE OUTCOMES

The following special questions should be kept in mind in connection with camping activities:

1. Before engaging in camping with my group, what character development do I expect them to get out of it?
2. Is the camping experience contributing to their health?
3. Are the members more willing to act as members of a group because of this experience? Are they more ready to take drudgery work?
4. Did they destroy or protect flowers, trees, and wild life?
5. Have they learned to love and appreciate nature?
6. Have they sensed a divine background to nature?
7. Is prayer more natural and simple?
8. Have they carried back to the home better attitudes and habits?
9. Have they developed the following traits: Co-operation; Creativity; Dependability; Health; Joyousness; Love; Obedience; Purposefulness; Reverence; Self-control; Spirituality.

III. METHODS THAT OTHERS HAVE USED

One church group demonstrated at a church social gathering their camp program by using a tent on the platform, a camp fire made by an electric bulb under red tissue paper, and camp activities.

Another church took its boys camping for one week and its girls for another in borrowed tents at a cost of twenty-five cents per person per week in addition to food that the campers brought with them from home. They camped along the river bank five miles from home.

Other churches have acquired permanent camp sites on river or lake with a camp program going on all the two months of the summer season.

A church leader had a definite period during the day when he had personal chats with the members of his camp group. In these conversations he was able to deal effectively with instances where camp spirit was not being shown.

Another church leader spent Saturday afternoons regularly with groups of boys or girls or both on hikes. They went a different direction each week, cooked their own food at a camp fire, and tramped home with marching songs before bed time.

IV. REFERENCE MATERIALS

Write to denominational board or International Council of Religious Education for draft of Proposed International Standard for a Vacation camp to be used in measuring your camp.
Around the Fire; Burr—Association Press.
Boy Scouts Handbook
Boys' Book of Campfires; Cheley—Wilde
Camping; Weir—Community Service Inc.
Camp Management; H. W. Gibson—167 Tremont St., Boston, Mass.
Camp Leadership; Smith

Camping and Woodcraft; Kephart
Camping for Boys; Gibson
Camp and Outing Activities; Cheley
Camp Fire Girls' Handbook
Games and Recreational Methods; Smith
Girl Scout Hand Book
Handbook of the Outdoors; Brooks—Doran
Handbook on Camping—National Board, Y. W. C. A. (Mimeographed form only)
Magic Casement—Woman's Press
Scouting for Girls—Girl Scouts, Incorporated
Services in the Open—Century
Woodcraft Manuals, for Boys and for Girls—Woodcraft League of America

CHRISTIAN LEADERSHIP

I. ACTIVITIES

A. What the Group Can Do Together

Make a study of the opportunities and requirements of Christian leadership.

Study the leadership, training, and equipment of the present leaders in the church and community.

Make a study of the qualities of outstanding leaders in various fields both within and without the church.

Select, pay the expenses of, and hear and act upon the report of delegates from the group to young people's conferences, summer leadership training camps, etc.

Carry on as a group study a course in Christian leadership.

Participate in a High School leadership course or Standard Training course for the community.

Conduct a retreat or similar gathering of the active members of the group in the early fall for setting up the year's program.

B. What Members Can Do Individually

Act as president or chairman of committee of the group or hold other office.

Read and evaluate the lives of outstanding leaders.

Participate as a member in a group enterprise such as the above.

Evaluate one's own qualifications and adopt a personal program of training for correcting weak spots.

Read some suggested book on leadership.

Secure at least one course credit in the High School or Standard Leadership Training Curriculum.

II. DESIRABLE OUTCOMES

The leader will keep in mind the following questions:

1. Do the members of your group want to be leaders or are they indifferent?

2. If they seek leadership, what is their motive—personal satisfaction? recognition? prominence? better income? easier

work? desire to boss others? ambition to be of service? devotion to some cause?

3. As a result of your activity have your members developed a more desirable reason for seeking leadership?

4. Have they developed ability and skill in any particular way?

5. Do they still seek further development?

6. Have the following character traits developed: Co-operation; Creativity; Dependability; Good Will; Humility; Joyousness; Loyalty; Purposefulness; Self Respect?

III. REFERENCE MATERIALS

Leadership; Brent—Longmans, Green & Co.
The Creative Spirit; Brown—Harpers.
Securing Christian Leaders for Tomorrow; Cavert—Doran
The Highway to Leadership; Slattery—Pilgrim
A Study of Greatness in Men; Larned—Houghton Mifflin
The Foundations of Personality; Myerson—Little, Brown & Co.

CHURCH LIFE

I. ACTIVITIES

A. What the Group Can Do Together

Have a talk followed by discussion, or discussion only, on "What our town would be like if it had never had any churches."

Talk and discussion, or discussion only, on "What our own church contributes to the community."

Talk followed by discussion, or discussion only, on what the local church has contributed to the world through missionaries, teachers, preachers, social and political leaders, business and agricultural leaders, etc.

Talk and discussion, or discussion only, on "What it costs to carry on the work of our church."

Repair and beautify some part of the church building as a group enterprise.

Take the responsibility for the church grounds, including lawn, shrubs, flowers, walks, etc.

Undertake the responsibility for some community church enterprise.

Take the responsibility for providing a teacher or a leader for a group of younger boys or girls.

Take the responsibility for learning about, reporting on, and giving support to some foreign mission enterprise of the church; a home mission enterprise; a social service enterprise; an educational enterprise.

Volunteer to pastor or superintendent to undertake, as a group, any specific responsibility in the church such as ushering, care of building, care of hymn books, distributing notices, etc.

Volunteer to present the World Service program of the denomination to some other church.

Take a part in a church campaign for increased attendance and participation.

Present, or share in presenting, in dramatic form the history of the local church or denomination or both.

Special study of some phase of world church activity, and presentation of the results to some other group.

Responsibility for some special piece of missionary work including

(a) Choice of the field
(b) Choice of particular activity
(c) Study of that activity
(d) Report on the work
(e) Correspondence with person engaged in work
(f) Financial and other support of the project
(g) Relating the enterprise to the whole church enterprise.

Plan a special evening with a program of an artistic, literary, or historical character.

Provide for a Father and Son or Mother and Daughter observance.

Study and discussion of what the church can do in inspiring and creating a new social order.

Evaluate local church school program by use of International Standard for the Church School.

B. What Members Can Do Individually

Study and report for group discussion.

Teach a class of younger boys or girls.

Lead, in various activities, a younger class or group.

Regular attendance and participation in the church worship and preaching services.

Same as above for Sunday school.

Give talks on such subjects as "What Worship Means to a Boy or Girl," "Worship in the Outdoors," "Worship in Every-day Life."

Offer to render any special service to the minister or superintendent.

Bring friends to church or Sunday school.

Carry duties of some church office for four to six months.

Attend a confirmation class, communicants class, church membership class, or class on the meaning of church membership.

Co-operate with some others in preparing a group service of worship.

Discuss with the group the five hymns you like best with reasons.

Present to the group your favorite Christian hero and reasons for the choice.

Attend a Boys' Work Conference, Girls' Work Conference, or Young People's Conference. Report on the same to the group and engage in some leadership activity as a result.

Attend a summer leadership training camp.

Have either a group or an individual character evaluation in connection with the group.

Discuss, lead a discussion in, speak, or write on "What a Christian World Would Be Like," or "What the Church Can Do in Creating a Christian World."

II. DESIRABLE OUTCOMES

The leader should keep in mind the following questions in regard to church activities:

1. What do I, as leader, expect my members to acquire in character through the church?

2. Have they developed a respect for church property, for church leaders and officials, for church history, for the Bible, for great historical Christian leaders?

3. Have they come to understand more of what it means to be a Christian and to be a Church member?

4. Have they developed a constructively critical attitude toward the church in the sense of making it more effective in Kingdom building?

5. Through their church activities have the following traits been developed: Co-operation; Dependability; Faith; Forgivingness; Good Will; Humility; Love; Loyalty; Obedience; Penitence; Purity; Reverence; Spirituality?

III. METHODS OTHERS HAVE USED

All of the activities listed above have been taken from the actual projects carried out by various groups.

One church set aside a whole week in which there was carried on an evaluation of the all-round development of each adolescent member of the school. Out of the needs and interests that were revealed as a result of this, many new elements were introduced into the church's program. For example, vocational guidance and health education were among the most prominent needs, and these were given special attention first.

In another church a Saturday afternoon was given over to improving and beautifying the church property. The boys and young men looked after the lawn and yard while the girls and young women gave a thorough cleaning to the inside. Afterwards refreshments were served on the lawn by a group set aside especially for that.

Classes on the meaning of church membership were held in another church for six weeks preceding Easter.

In another church tasks were given to all the members of the congregation as a result of a special campaign. The teen-age boys and girls shared in this and accepted both group tasks and individual tasks.

IV. REFERENCE MATERIALS

Denominational leaflets and church papers.
The Christian and His Church—from Studies in Christian Living —International Graded Series
Church Membership; Gilkey
Climbing Life's Highway; Melville Wright—United Church Publishing House
Church's Program for Young People; Mayer—Century
The Christ of the Indian Road; Jones
How to Teach Religion; Betts—Abingdon Press

Handbook for Workers with Young People; Thompson—Abingdon Press
Intermediate Methods; McKibben—Abingdon Press
In Quest of Life's Meaning; Van Dusen
Leaders of Youth; Harris—Methodist Book Concern
New Challenges to Faith; Eddy
Religion in the Church; Coke
Teaching Youth of the Church; Maus—Doran
When You Enlist; Slattery—Pilgrim Press
When We Join the Church; Ryan—Abingdon Press
The Worker and His Church; Nuth—Board of S. S. of M. E. Church
Why the Church?—Inquiry
Youth and the Church; Maus—Standard Pub. Co.
Youth Looks at the Church; (Report of Evanston Conference)

COLLECTIONS

I. ACTIVITIES

A. What the Group Can Do Together

Discuss the value of making, as a group, collections of special items of interest.

Let the group plan a series of meetings where the various interests of the group are discussed, and suggestions made regarding more successful work. Later plan for exhibit of collections made.

The group may find poems that they like. Then plan a meeting where these are read and exchanged; same for pictures, etc.

B. What Members Can Do Individually

Make a collection of poems in a note book and add to it gradually by exchanging with friends.

Watch magazines and newspapers for material regarding your special interests.

Keep your collections neatly indexed and labeled.

Make a collection of one of the following: Flowers, leaves, bark of trees, moss, stamps, post cards, flags, banners, bugs, butterflies, etc.

II. DESIRABLE OUTCOMES

The following questions should be kept in mind:

1. Before my members begin any collection or hobby, what do I expect them to get out of it in character?

2. Have they begun collections and left them unfinished or have they carried them through?

3. Have they widened their interests and social contacts?

4. Have they made collections for the sake of an award or an exhibit or because of their interest in the thing itself?

5. After any external stimulus has been removed have they continued their interest in the subject?

6. Have they ever admired collections by others?

7. Have they ever assisted others in getting collections started?

8. Have the following character traits appeared as a result: Creativity; Dependability; Health; Joyousness; Open-mindedness; Purposefulness; Reverence?

III. METHODS THAT OTHERS HAVE USED

Studied life and customs of another country, and made a collection of handicraft which formed an interesting exhibit at a party for mothers.

Studied costumes of girls and boys of other lands, dressed dolls illustrating costumes. Later gave these dolls to an orphanage.

Another group made the same study but gave an "all nations" party to a younger class in Sunday school and dressed to represent various nations.

IV. REFERENCE MATERIALS

The Collection Habit; Wells—United Society of Christian Endeavor

Father and Son Library—Pets, Hobbies, and Collections—The University Society

Pioneer Handbook—Association Press

COMMUNITY LIFE

I. ACTIVITIES

In the following list of activities nearly all of them have an individual phase which may be begun in the group but develops into individual interests and activities; see further note at end of list.

Discuss present community situation in search for needs to be filled

Study books on Social Service

Join in leagues—(a) Basket Ball, (b) Base Ball, etc.

Join Inter-Church Athletic Meets

Supervise younger groups—(a) Games, (b) Athletics, (c) Stories

Inter-School (Church) Debates

Help supervise (censor) movies

Conduct Church Vacation School

Help Community Nurse

Help in Community Campaigns—(a) Clean-up, (b) Welfare

Americanization Work: (a) Teach classes, group responsible for certain nights or afternoons, (b) Teach games, (c) Tell stories

Be responsible for Christmas baskets, toys, trees, carolling, dinners

Take part in or inaugurate Community Survey

Join in or inaugurate community efforts (campaigns):

(a) Go-to-Church
(b) Go-to-Sunday school
(c) Pocket Testament League

(d) Win One (or other evangelistic effort)

(e) Church Attendance

(f) Sunday School or Young People's Society Membership Efforts

Christmas or New Year Watch Night Service

Community Early Morning services (Holy Week)

Join in Community Social

Join in or inaugurate Community "Home from College" Night

Discussion, study, and report regarding "How Would a Christian Community Differ from mine in Health, Child Labor, Wages, Hours of Work, Education, Church Leadership, etc?"

As may be seen, many of the above listed activities will lead individuals out into personal service to needy families, or better to needy individuals; it will set individuals to win others, to help others, to be thoughtful of others; it will lead to study of social conditions.

II. DESIRABLE OUTCOMES

The following questions should be kept in mind:

1. How do I expect the members of my group to be different after any community activity?

2. As a result of the activity have the members developed a responsibility for and interest in any people outside of their own social group or class or race?

3. Have they made any contribution to community welfare?

4. Have they taken a better attitude toward community laws?

5. Have they thought critically and constructively of community improvement?

6. Have they any ideals or purposes for building a better community than any now known?

7. Have they developed the following character traits: Co-operation; Dependability; Forgivingness; Good Will; Love; Loyalty; Purposefulness; Spirituality?

III. METHODS THAT OTHERS HAVE USED

One group of young people established and carried on for four years a training school for young people, in the last year meeting the requirements and receiving recognition as a standard school.

One group gives annually a Christmas party for the young people of the community; there is a planned program; admission is charged. The proceeds go to buy toys which are distributed by individual members of the group.

Another group gave a play; the money was given to a community nurse.

A group of boys started a church attendance campaign continuing for three months. They doubled the attendance at evening service and ninety per cent of the "new people" continued to attend after the campaign closed. Six churches took part in this campaign.

Two groups working together put on a campaign (community-wide) for Sunday-school teachers. Many new people were lined up and in one church after the effort closed they had a teacher and a substitute for every class and every teacher trained or in training.

Groups from several churches put on a community survey; to one church, which would not join the effort, they handed the cards of twenty-five families unchurched but expressing preference for that church.

One group made themselves responsible for coaching groups of foreign boys in athletic sports.

IV. REFERENCE MATERIALS

The American Girl and Her Community; Slattery—Pilgrim Press
Christian World Builders; Shaver—Univ. of Chicago Press
A Christian's Life Work; Shaver—Univ. of Chicago Press
Christianizing Community Life; Ward-Edwards
The Church School of Citizenship; Hoben—Univ. of Chicago Press
Community Forces for Religious Education; Fiske—Pub. House of M. E. Church, South
Surveying Your Community; Brunner
Youth and Christian Unity; Van Kirk—Doran
Youth in Conflict; Van Waters—Republic Pub. Co.

DRAMATICS

I. ACTIVITIES

A. What the Group Can Do Together

Make a study of the principles and methods in religious drama.

Make a study of available dramatic productions and choose one to be presented by the group.

Prepare and present a religious dramatic production in the local church.

Present such a production in some other community as a service enterprise.

Make an evaluation and report on, as a basis for community or group action, the movie and theater productions in the local community.

Prepare an original dramatic production.

B. What the Members Can Do Individually

Read and evaluate dramatic productions.

Participate in a discussion of the place and use of drama in the work of the church.

Take a part in some dramatic enterprise.

Prepare some original dramatic selection.

Secure a course credit in dramatics in the High School or Standard Leadership courses.

II. DESIRABLE OUTCOMES

The leader will keep in mind the following questions:

1. What do you expect dramatic activities to achieve in character?
2. Have your members participated for the sake of public display or genuine creative interest?
3. Have they entered into the part or character, or have they merely recited lines?
4. Have they created any original dramatic production?
5. Has there been any connection between the imaginary dramatic setting and their own problems?
6. Have any of the members solved their own moral problems from the background of their dramatic experience?
7. Have the following character traits emerged: Co-operation; Creativity; Dependability; Good Will; Humility; Joyousness; Obedience; Purposefulness; Reverence; Self Control?

III. REFERENCE MATERIALS

The Bible Play Workshop; Benton—Abingdon Press
Drama in Education; Overton—Century Co.
Community Drama—Century Company
Dramatization of Bible Stories; Miller—Univ. of Chicago Press
Dramatization in the Church School; Miller
Dramatized Bible Stories for Young People; Russell—Doran
Dramatized Missionary Stories for Young People; Russell
A Guide to Religious Pageantry; Crum—Macmillan
How to Produce Plays and Pageants; Russell—Doran
Pageantry and Dramatics in Religious Education; Meredith—Abingdon Press
Religious Drama—Century Company
Ritual and Dramatized Folk Ways—Century Co.
Short Missionary Plays; Applegarth
The Wooing of Rebekah and Other Bible Plays; Kimball—Scribners
Dramatics and Leaders of Youth—a separate pamphlet in these materials

FAMOUS PICTURES

I. ACTIVITIES

A. What the Group Can Do Together

Make a study for discussion on the place of art in human development; in religion, particularly Christianity; in the local church and other churches of the community from the standpoint of pictures used, appreciation, etc.

Plan as an enterprise and carry through the providing of suitable pictures for the room occupied by the group or the department or the whole church.

Evaluate, choose, and provide for the room occupied by the group an art gallery which is to be kept up for six months and then donated to some worthy object, such as hospital, missionary project, etc.

B. What Members Can Do Individually

Study and report on famous pictures for some group enterprise.

Make an evaluation of the pictures in one's own room and one's home.

Remove and destroy any objectionable pictures of one's own.

Choose desirable pictures for one's own room.

Initiate a family enterprise for procuring some suitable family picture for living room, dining room, etc.

Prepare and participate in a service for the unveiling of such a family picture.

II. DESIRABLE OUTCOMES

The leader will keep in mind the following questions:

1. What do you expect to achieve in character through these activities?

2. Have any of your members removed objectionable pictures from their rooms?

3. Have any of the members become acquainted with the great artists, with great pictures, with good books on art?

4. Have the members put new and better pictures in their rooms, homes, club rooms, churches, schools, work place, etc?

5. Have any developed new skill in creating art?

6. Have the following character traits emerged: Co-operation; Creativity; Faith; Joyousness; Openmindedness; Reverence; Self Respect; Spirituality?

III. REFERENCE MATERIALS

Art and Religion; Von Ogden Vogt
Famous Hymns, with Stories and Pictures; Bonsall—Union Press
Gospel in Art; Bailey—Century Co.
The Gospel Story in Art; La Farge
A Guide to Pictures; Coffin
Great Pictures; Singleton
How to Enjoy Pictures; Emery
How to Study Pictures; Coffin
Life of Christ in Art; A. E. Bailey
Pictures Every Child Should Know
Pictures that Preach; Pace
Prints—Perry Picture Co., Malden, Mass., or Geo. P. Brown, 38 Lovett St., Beverly, Mass.
The Use of Art in Religious Education; Bailey—Abingdon Press
Use of Famous Pictures with Youth—a separate pamphlet in these materials

FIRST AID

I. ACTIVITIES

A. What the Group Can Do Together

Have the group study first aid at the time when interest in the subject develops. (This interest may develop as the result of an accident, or a doctor or nurse might give a demonstration which would arouse their interest.)

Discuss how to bathe a sick person in bed and change the bed linen.

Have the group discuss and demonstrate what should be done in case of sprain, dislocation, fainting, fracture, bruise, sun stroke, poisoning, wounds, broken bones, etc.

B. What the Members Can Do Individually

Know how to use the following kinds of bandage: 1. triangular, 2. roller.

Give the symptoms and treatment for the following: drowning, colic, burns, frost bite, bleeding, fracture.

Know how to use a clinical thermometer.

Represent your group in a first aid contest or demonstration.

II. DESIRABLE OUTCOMES

The leader will keep in mind the following questions:

1. What is his purpose in first aid activities—to have his members acquire knowledge of or ability to practice first aid methods?
2. Have they taken any tests of a standard character?
3. Have they ever rendered first aid in any need?
4. Are they alert to sense need?
5. Do they seek such knowledge for personal glory or recognition?
6. Is any skill developed made permanent?
7. Have the following character traits appeared: Co-operation; Courage; Dependability; Good Will; Love; Loyalty; Purposefulness; Self-Control?

III. METHODS OTHERS HAVE USED

One group spent two days at camp with a nurse who gave demonstrations on first aid while the group practiced and at the end of the time the group gave a demonstration of what they would do under several circumstances. This led to a desire for further study at home.

Another group at their week day club meeting had a doctor give them instruction in first aid and at the given time they gave a demonstration of first aid at a rally in which there was a contest between girls' and boys' clubs.

IV. REFERENCE MATERIALS

First Aid to the Injured and Sick; St. John's Ambulance Corps
First Aid and Home Nursing—10 lessons prepared especially by Junior Red Cross, Canada.
Pioneer and Comrade Handbooks—Association Press
Red Cross First Aid Book

GROUP OR CLUB LIFE

I. ACTIVITIES

A. What the Group Can Do Together

Arrange for a talk and discussion, or discussion only, on why people live in groups or what an organized group can do that an unorganized group cannot do.

Talk and discussion, or discussion only, on what organizations and programs are available for our age-group.

Choice of the purpose and ideal of the group.

Choice of the elements that will enter into the program of the group.

Preparation and use of opening, initiation, and closing ceremonies.

Choice of and use of a name, pin, group prayer, group code embodying the group's purpose.

B. What the Members Can Do Individually

Give a talk or lead a discussion on any of the group topics given above.

Prepare and present to the group a statement on any group assignment.

Serve as an officer in the group for six months.

Serve as the chairman of an active committee, carrying through a committee enterprise.

Interpret the work, ideals, and programs of the group to church leaders such as the board or committee on religious education.

Give up personal plans for the sake of the group enterprise.

Discuss "Does our group share a common purpose, or is it only an accidental gathering of persons?"

II. DESIRABLE OUTCOMES

The following questions should be kept in mind:

1. What does the leader seek in character through group or club life?

2. Are the members increasingly willing to take a second place for the sake of group success?

3. Which members could contribute to group ideals?

4. Which members follow others?

5. Which members oppose the group because of principle?

6. Do the following character traits appear: Co-operation; Dependability; Forgiveness; Good Will; Humility; Love; Loyalty; Obedience; Openmindedness; Purposefulness; Self-Control?

III. METHODS THAT OTHERS HAVE USED

All of the methods suggested in the activities in this list apply to the work of the group.

IV. REFERENCE MATERIALS

A good book on rules of order
"How a Leader Proceeds with a Group"
"How a Leader Uses Organization"
Both the above are issued in connection with these materials and can be secured from the address on the title page at 10 cents each.

HANDICRAFT

I. ACTIVITIES

A. What the Group Can Do Together

Have group discuss permanent educational value of handicraft.

Work out set of projects growing out of interest of group.

Establish a shop which group can use.

Have skilled workmen give talks and demonstrations before group.

Group might build a cabin, make a boat, or furniture for camp, church or club rooms.

Group of girls might make costumes for play or pageant; boys make the scenery.

Decorate one or more departments of the Church School, providing the decorations (such as artificial spring flowers, birds, etc.) and putting them up.

Group might make posters, window transparencies, etc., to be used either by church or by County or State Councils in convention exhibits.

At close of six months' period, have group evaluate benefits of their handicraft to members personally.

B. What the Members Can Do Individually

Make something useful or ornamental for the home in one or more of the following ways: woodworking, wood carving, cement, pottery, basketry, leather work, metal, book-binding, bead work, batik, lamp shades, sealing-wax, crepe and tissue paper, raffia, stenciling, radio, maps, models, posters.

Enroll in class of manual training or arts for one school term.

Acquire a set of tools of your own.

Teach a younger group some craft.

Make designs and trace stencils for Department Worship services (mimeograph cover page, as an example).

Make favors or place cards for group banquets, class pennants, etc.

Make useful or ornamental articles for homes, hospitals, missionaries.

Illustrate lesson courses by maps, models, etc.

II. DESIRABLE OUTCOMES

The following questions will be kept in mind:

1. What results do you expect from a handcraft enterprise?
2. Do the members carry through an enterprise undertaken?
3. Are articles made on the basis of use, ornament, personal satisfaction, personal display and award, service?
4. Is the interest developed merely temporary or permanent?
5. Have the following character traits appeared: Initiative; Honesty; Creativity; Self Respect; Love; Purposefulness; Dependability?

III. METHODS THAT OTHERS HAVE USED

One group put on a kite contest, giving prizes to most beautiful kite, one that would fly the highest, one with strongest pull, etc. Older group could put it on for younger group. Such contests have been used for other activities.

IV. REFERENCE MATERIALS

Adventures in Habit Craft; Schauffler—Macmillan
The Beard Books for Girls; Lena and Adelia Beard—Scribners
Church and Sunday School Handicraft for Boys; Hall
Club Handicraft Projects; Griswold
Dennison Hand Books—One Hundred Things a Girl Can Make
Things to Make; Hutton
What a Girl Can Make and Do; Beard—Scribners

HEALTH EDUCATION AND HEALTH HABITS

I. ACTIVITIES

A. What the Group Can Do Together

Have a speaker present what part the group may have in health of the community, followed by discussion.

Discuss laws relating to health, national and local.

Have a physician talk on habits that undermine health.

Discuss relationship between health and athletics.

Discuss relationship between health and success.

Discuss relationship between health and tobacco and alcoholic beverages.

Work out a set of standards that would establish right health habits.

Work out a set of educational posters or charts on health.

Have group visit hospitals occasionally.

Provide for noon-day recreation hour for employed boys or girls.

Study, discuss, report on, "How would a perfectly healthy society differ from our present world?"

B. What the Members Can Do Individually

Keep a chart of health habits for six months. Observe carefully all the laws of health for a given time until you feel you have conquered them.

Have a physical examination once a year. Carefully follow suggestions of physician.

Face vocational choice from a standpoint of health prevention.

II. DESIRABLE OUTCOMES

The following questions will be kept in mind:

1. What does the leader expect to achieve in character?
2. What changes have been made in the health habits of the members?

3. What changes have taken place in personal appearance, posture, use of cosmetics, or medicine and drugs, of exercise, of tobacco?

4. In what way has the attitude of the members changed toward community health laws, community health conditions, the health of others, and opportunities for contributing to the health of others?

5. Do the members think of a healthful body as a means of self-gratification in work, play, athletics, etc., or as an instrument for doing better the will of God?

6. Have the following character traits appeared: Co-operation; Dependability; Good Will; Obedience; Purity; Purposefulness; Reverence; Self-control; Self-respect; Spirituality?

III. METHODS THAT OTHERS HAVE USED

One group began with the reason why some members were absent so often because of illness and ended with a study of the health laws of the community and enforcement of them.

IV. REFERENCE MATERIALS

Adolescence; Bigelow
Boyology; Gibson—Association Press
Canadian Lesson Book on Temperance and Life; MacCorkindale —Domestic Scientific Temper. Comm.
Every Girl, I and II—Woman's Press
General Health—Woman's Press
Health Habits; O'Shea—Kellogg
Health Inventory—Woman's Press
Health Project—Woman's Press
Health Training in Schools; Dansdill—National Tuberculosis Association
Individual Exercises; Bellows
Jim and Jerry—Woman's Press
Keeping Physically Fit; Croomie—Macmillan
Keeping in Condition; Moore (For boys)
Physical Health and Recreation; Moxcey
Pioneer and Comrade Handbooks—Association Press
Positive Health Series—Woman's Foundation for Health, 370 7th Avenue, New York City
Recreation for Teachers; Williams—Macmillan
Six Health Booklets—Woman's Press
Ten Talks to Girls on Health; Rucker
Youth—Its Education Regimen and Hygiene; Stanley Hall—D. Appleton & Co.

HOBBIES

I. ACTIVITIES

A. What the Group Can Do Together

Discuss the value of a hobby as relaxation.

Discuss various possible hobbies and have the members decide on those in which they are especially interested. Help them evaluate choices.

Have the members discuss those hobbies which have proved particularly beneficial or harmful to their lives.

B. What the Members Can Do Individually

Study your interests and select one which you will develop as a hobby.

Decide definite ways to develop your hobby.

Read at least one book each year relating to your hobby.

Share your hobby with others, whenever opportunity arises.

II. DESIRABLE OUTCOMES

The leader should keep in mind under this topic the questions that have already been given under Collections and Handicraft. The following Christian character traits should be expected: Creativity; Dependability; Health; Joyousness; Love; Obedience; Purposefulness; Self-control.

III. METHODS THAT OTHERS HAVE USED

Some hobbies chosen by other leaders are photography, study of astronomy, gardening, collection of coins, pictures, post-cards, stamps, ferns, flowers, painting, fancy work, millinery, cooking, etc.

IV. REFERENCE MATERIALS

Pets, Hobbies and Collections—Father and Son Library
Pioneer and Comrade Handbooks—Association Press

HOMECRAFT AND HOME LIFE

I. ACTIVITIES

A. What the Group Can Do Together

Group might form study or discussion class on economic relationships.

Have group put on an exhibit of things members have made at home.

Give the articles to their homes or sell them and give money to worthy cause.

Discussion on home gardening, home chores, making useful articles.

Have a talk on home decorating.

Discuss in what ways making useful and ornamental things is working in co-operation with the Creator.

Discussion or study groups in cooking, sewing, laundering, care of home.

Discussion groups on "What a young man or woman may expect of his (or her) home," "What a home has a right to expect of a young man or woman."

Discuss the history and development of home and family life.

Discuss what home making involves.

Discuss relationship between parents and children. Work out a set of standards on home life.

Have good speakers relate to group their own experiences in their own homes, and the place these experiences had in their lives.

In planning group meetings, co-operate with the home to avoid conflict.

Hold group meetings in every home represented in group, where possible.

Entertain parents of group.

Plan outing for several families together.

Select and evaluate some ideal homes.

Girls might organize a class in home nursing.

Plan and carry out a worship service built around the theme "Home" for church school, young people's society or club.

Inaugurate in the group a "Stay at Home Week."

Discussion and study of problem of work and career for a married woman.

Consider "The Home of Tomorrow" and how it will differ from that of today. "How can it be more Christian?"

B. What Members Can Do Individually

Take over entire running of home for a given length of time, doing marketing, cooking, cleaning, etc.

Make articles for the home, useful or ornamental.

Be responsible for definite regular home duties.

Share home with others, especially those away from home or whose homes lack high ideals.

Buy books, pictures, plans or furniture for home.

Make some useful or ornamental article for your home.

Establish daily devotions in the home.

Provide special gift or message on Mother's Day or Father's Day.

Plan family outing, picnic, or trip and help finance it.

Volunteer to help father in business on Saturdays or after school.

Help in care of younger children in family.

Budget your income and, if wage earner, contribute toward support of home.

Plan and carry out a good time for all the family in the home, one evening a week.

Have frank discussion with parents on family problems and endeavor to co-operate in solving them.

Plan menu, do marketing, select own clothes, etc. Take parents to a pay entertainment, financing it yourself.

II. DESIRABLE OUTCOMES

The following questions should be kept in mind:

1. What does the leader expect in better home relationships?

2. Have the members grown in appreciation of parents, brothers and sisters, home conveniences, etc.?

3. What have the members done towards making home attractive, comfortable and happy?

4. How many members have actually shared in such enterprises?

5. In what ways have they carried over into other relationships the spirit of home life?

6. What of these character traits have evidently developed: Co-operation; Honesty, Self-respect; Creativity; Dependability; Faith, Courtesy; Love; Forgivingness; Good Will; Loyalty; Obedience; Purposefulness; Penitence; Purity; Spirituality?

III. METHODS THAT OTHERS HAVE USED

Had a debate on value of a home budget. Demonstrated rules to govern hospitality and work of a host or hostess.

Group of girls made baby's layette for poor family.

Listed accomplishments of a real home-maker.

In order to earn a degree in the organization to which they belong, group must carry out certain home tasks and secure signature of parents as to their achievement along this line.

Talks and discussions on "Should adolescents carry a house key?" "Should the children in the home know the father's salary, home expenses, etc.?"

IV. REFERENCE MATERIALS

By the Fireside; Wagner
Bulletins from Dept. of Labor at Washington
The Complete Playcraft Book; Beard
Concerning Parents—Woman's Press, free
Christian Education in the Home; Weigle
The Christian Family; Darsie—Bethany Press
The Drifting Home; Ernest Groves
The Family in the Life of Today—Woman's Press, free
The Home and Its Management; Kittredge—Century Co.
The Home God Meant; Luccock
The Job of Being a Dad; Cheley—W. A. Wilde Co.
Manuals of Camp Fire Girls and Girl Scouts
The Nervous Housewife; Meyerson
Quiet Talks on Home Ideals; Gordon
Quiet Talks with the Family; Jefferson—Crowell
Religious Education in the Family; Cope—Univ. of Chicago Press
Winsome Womanhood; Margaret Sangster

MUSIC

I. ACTIVITIES

A. What the Group Can Do Together

Form study classes

(a) On Great Musicians
(b) On the History of Music
(c) On Hymns and Hymn writers
(d) On Hymns with stories or pictures

Take part in or give themselves pageants with music; cantatas; operettas.

Form a choir or chorus or double quartette.
Form an orchestra.
Study and present
(a) National Airs
(b) Folk songs, games, and steps of many nations

B. What the Members Can Do Individually

Study and make reports as above.
Study vocal music.
Study instrumental music.
Make determination to improve present musical equipment.
Lead an orchestra.
Coach cantata, etc.
Train Choir
Compose, lead or teach music.
Evaluate critically and constructively the music program of the local church.

II. DESIRABLE OUTCOMES

The leader will keep in mind the following questions:

1. What does he expect to see produced in character?
2. Have the members learned and appreciated any of the great musicians?
3. What musical compositions have become more meaningful?
4. What new skills have been developed?
5. Has musical ability been used in serving others?
6. Have the members become conscious of a relationship to God in musical appreciation?
7. Has an appreciation for music spread over into any other field of art?
8. Have the following traits developed: Co-operation; Loyalty; Creativity; Humility; Purity; Reverence; Self-Control; Spirituality?

III. METHODS THAT OTHERS HAVE USED

A boys' class in Sunday school was the nucleus around which the teacher of that class built one of the finest boys' choruses in one of our large cities.

Out of the study of music by a group of boys came the desire and later the opportunity to one young man to become a leader of evangelistic singing of national repute.

One young man through his work with the organ has been led into further study with a career of service in the field of art and religion before him.

A group made a study of the use of hymns with stories and pictures and planned the worship services of a great church for six Sunday evenings in the summer.

A similar group study of the drama and music in religion enlisted the members in a winter of "thrilling evenings" when they worked out a splendid pageant with appropriate music; some of the music was composed by a member of the group.

A boys' class which formed a quartette led one member of that class to the discovery that his voice was an exceptional one and he is now training it for real service to the Kingdom.

IV. REFERENCE MATERIALS

Song Books—Woman's Press and C. G. I. T. Song Book, National Girls' Work Board of Canada
Church Music and Worship; Harper—Abingdon Press
Famous Hymns of the World; Sutherland
Folk Songs of Many Peoples, Vol. I and II—Woman's Press
Hymns of the Kingdom—British Student Movement
Hymn Stories for Children; Eggleston—Century Co.
Music and Life; Surette—Houghton, Mifflin
Music for Everybody; Bartholomew and Lawrence—Abingdon Press
Music in Work and Worship; Lorenz
The Story of the American Hymn; Ninde
Treasure of Hymns; Wells—United Society of Christian Endeavor

NATURE STUDY

I. ACTIVITIES

A. What the Group Can Do Together

Talk and discussion, or discussion only on what a walk out-of-doors means to me.

Arrange for a nature expedition for a younger group.

A nature hike to some point of local interest.

Learn about and report on the natural beauty in the neighborhood.

Learn about and report on the divine element in nature.

Learn about and report on what is being done to conserve, or waste, the natural resources of the country, such as mines, forest, oil, soil, water-power, etc. Are they being conserved for public good or used for private gain?

B. What the Members Can Do Individually

Give a talk with illustration of objects on some natural subject such as birds, flowers, etc.

Make a collection of photographs of natural objects such as animals in their natural haunts, flowers, moonlight, sunrise, etc.

Imitate the call of the native birds.

Learn to recognize fifty native birds.

Learn to recognize fifty native flowers.

Make a collection of flowers, insects, wood, shrubs, leaves, etc.

II. DESIRABLE OUTCOMES

The leader will keep in mind the following questions:

1. Why are his members thinking of nature?
2. Have they become more appreciative of the natural world?
3. Have they become more protective of nature and wild life?
4. Have they learned to recognize more flowers, trees, birds, etc.?

5. Do they seek nature trips of their own volition?
6. Have they interpreted nature to others?
7. Are they conscious of God as the creator of the natural world?
8. Have they made any collections with natural objects?
9. Have they read or owned books on nature?
10. Have the following character traits appeared: Creativity; Faith; Health; Humility; Joyousness; Open-mindedness; Purity; Purposefulness; Reverence; Self-respect; Spirituality?

III. METHODS THAT OTHERS HAVE USED

One church arranged for a hobby exhibit as a part of its annual spring church gathering with exhibition of natural objects that had been collected by the boys and girls.

Another church arranged for a nature pageant prepared and put on by a group.

Nature hikes to points of interest and reports were used by another church.

IV. REFERENCE MATERIALS

Astronomy with the Naked Eye; Service
Animal Heroes; Seton
Bird Guide and Flower Guide; Reed
Easy Pocket Star Guide—A key to the Sky—Western Univ., London, Ont., Canada
The Friendly Stars
Field Book of American Wild Flowers; Matthews
Handbook of the Outdoors; Brooks—Doran
In God's Out-of-doors; Quayle
Nature in Camp; Brown—Association Press
Naturing; Vinal
Nature Magazine
Pioneer and Comrade Handbooks—Association Press
Stars and Girls; Mosely
The Star People

READING

I. ACTIVITIES

A. What the Group Can Do Together

Adopt or work out a standard by which to test their reading.

Have a talk or discussion on "What books shall I read?" Group might work out list of subjects, covering wide range, in which they will endeavor to read at least one book during year. Later might make up a reading list.

Have a talk giving illustrations, showing how reading a certain book determined life work or special achievement.

Have a talk on "How to Use the Public Library."

If group has some particular interest, assign reading along that line for report and review to group.

Discuss ways in which they might get home co-operation in better reading.

Discussion or debate on place printing press has in modern civilization.

Have group spend an evening on good books, giving short selections, reviews, etc.

Establish reading room in church or club rooms.

Collect books, and magazines and send them to prisons, hospitals, homes for the aged, missionaries, etc.

Discussion classes on life problems with special reading.

Develop public speaking ability through reading and reporting in public.

Participate in national book week.

Discuss and report on movement for better reading.

Make a study of "news stand ideals" of the community.

B. What the Members Can Do Individually

For six months, list names of books read, authors, and one or two selections from each in addition to brief evaluation and summary.

Acquire a collection of good books for own personal possession.

Report to group most striking editorial read during month and tell why it was selected.

List and describe magazines or books dealing with work in which one is especially interested.

Learn something of lives of authors.

Start a collection (either book or card file) of favorite poems and articles and classify them under general headings.

Often read aloud to family or friends.

Read to shut-ins.

Make list of new words discovered in reading and look up their meaning.

II. DESIRABLE OUTCOMES

The leader will keep in mind the following questions:

1. What does the leader expect his members to get out of books?

2. Has the leader become acquainted with the reading habits of his members?

3. Have the members grown to appreciate new types of reading?

4. Have any abandoned harmful or inane literature?

5. How many have subscribed to desirable magazines, or purchased good books?

6. How many have started a library of their own?

7. How many have denied themselves new clothes, candy, movies, etc., in order to buy books?

8. What has been done in interpreting reading to others?

9. Have the following traits appeared: Self-respect; Self-control; Faith; Forgivingness; Good Will; Honesty; Humility; Obedience; Loyalty; Open-mindedness; Purity; Purposefulness; Reverence; Spirituality; Courage?

III. METHODS THAT OTHERS HAVE USED

One denomination worked out a reading contest for its young people covering a period of a year, on the basis of credits, awarded for reading of books listed.

To earn a degree in the order to which they belong, boys or girls do certain amount of reading.

One group established a library in a rural section by having a book shower of used books, getting a large number of people to participate.

One newspaper has a section for book reviews by boys and girls.

One group had a current events night at which each member of group reported some outstanding event of last month.

A camp group put on a Robin Hood Evening. Brought in a man found robbing himself by filling his mind with trash instead of with the world's great literature. Each tribe put on, for the benefit of the culprit, some scene from some great piece of literature, such as, Evangeline, Hiawatha, Tale of Two Cities.

IV. REFERENCE MATERIALS

Denominational Board have lists of books, including missionary books
American Library Association Handbooks
Books for Boys and Girls of All Ages; Devine
Comfort Found in Good Old Books; Fitch
Cross Roads to Childhood
Father and Son Library—University Society
Find God in Books; Stidger
Girls' Everyday Book—Woman's Press
The Guide to Reading; Lyman Abbott—Doubleday, Page & Co.
Little Stories of Famous Explorers; Large
Life of Alice Freeman Palmer; Houghton, Mifflin
Living Teachers; Slattery—Pilgrim Press
Pioneer and Comrade Handbooks—Association Press
Place of Books in the Life We Live; Stidger
There are Sermons in Books; Stidger
Vital Messages in Modern Books; Adair—Doran
World's Great Religious Poetry; Hill
You Can Learn to Teach; Slattery—Pilgrim Press
Young Folks Book of Ideals; Wm. Forbush—Lothrop, Lee & Shepard Co.
"Book Friends of Youth"—a separate pamphlet in these materials

RECREATION

I. ACTIVITIES

A. What the Group Can Do Together

Make a study of the recreational facilities in the local church and community from the standpoint of their scope, extent, and character building results.

Formulate in co-operation with proper bodies a more effective recreational program.

Assume responsibility for and carry through a recreational program for an evening of the group, department, or the church.

Assume responsibility for and carry through a church picnic or a community picnic or other outing.

Make a study of, report on, and formulate a policy for the commercial recreation of the community, such as athletic leagues, picture houses, theaters, pool rooms, etc.

B. What the Members Can Do Individually

Share in a group enterprise such as the above.

Conduct a recreational program for a younger group.

Make a study of the principles and methods in recreation.

Secure a course credit in Recreational Leadership in the High School or Standard Leadership Course.

Carry forward a definite enterprise in recreational leadership, such as a party, social, banquet, picnic, etc.

II. DESIRABLE OUTCOMES

The leader will find given suggestive and helpful questions in the section on Athletics page 7.

III. REFERENCE MATERIALS

The Church at Play; Richardson—Abingdon Press
Church and Community Recreation; Wegener—Macmillan
A Christian's Recreation; Shaver—Univ. of Chicago Press
Games for Playground, Home, School and Gymnasium; Bancroft—Macmillan
Games; Draper
Good Times for Boys; Laporte
How to Play; Wells
Handy—Recreation Service, 510 Wellington, Chicago
Play and Recreation; Curtis—Ginn & Co.
A Philosophy of Play; Gulick—Association Press
Phunology; Harbin—Publishing House, M. E. Church, South
Recreation and the Church; Gates—Univ. of Chicago Press
Recreational Leadership for Church and Community; Powell—Methodist Book Concern
Successful Socials
The books by Edna Geister
"Youth and Recreation"—a separate pamphlet in these materials

SCHOOL

I. ACTIVITIES

A. What the Group Can Do Together

Discussion group or talk on "The Real Value of an Education."

Work out a chart showing percentage finishing grammar school, high school, college. Show what per cent of responsible positions are held by college men and women.

After studying needs of the group, work out a set of standards on school life which group will strive to attain, such as taking a stand against cheating, profanity, etc.

Study lives of selected successful men and women, with reference to their schooling, how they applied themselves, etc.

Investigate and report on newer ideals in education.

Help promote in the school campaigns for clean living, clean speech, clean athletics.

Discuss following questions: "Is school taking some of the time that rightfully belongs to the home and the church? How may we remedy it?" "Are athletics in our school generally helpful or are they a hindrance? Is our attitude toward other schools Christian?" "Is snobbishness growing? How can we overcome it?"

Invite different teachers of the school to talk to your group in order to develop a better understanding between teachers and pupils, followed by discussion and any helpful suggestions.

Provide some picture or special equipment for the school.

Take an interest in the recreational school activities of a younger group.

Interest community in putting on night classes for employed boys and girls.

B. What the Members Can Do Individually

Evaluate yourself on your school life covering attendance, participation, attitude, grades, etc.

Increase your grades a certain per cent.

Participate in school athletics, dramatics, literary societies, orchestra, chorus, debates, social life, Hi-Y, or Girl Reserves, welfare activities organized in the school.

Help any discouraged pupils by coaching them.

Take into your group any lonesome or unpopular boys or girls and endeavor to help them.

II. DESIRABLE OUTCOMES

The leader will keep in mind the following questions:

1. What does the leader expect school to accomplish in character?

2. What has he found out in regard to the school standards of his members?

3. Have any members taken a new interest in their school work? Have any gone back to school? Have any taken up correspondence or night school?

4. Have the members changed in their attitude toward school activities?

5. What changes have taken place in their attitude or practice regarding school examinations?

6. Have any taken a constructively critical attitude toward modern methods of education?

7. Have the following character traits appeared: Co-operation; Dependability; Good Will; Honesty; Loyalty; Open-mindedness; Purity; Purposefulness; Self-control; Self-respect?

III. METHODS THAT OTHERS HAVE USED

Nearly all the young people of high school age in one community church attended a near-by high school. The heavy social program put on by each for the same boys and girls caused considerable conflict. The leaders held a friendly conference and got together in their plans, solving the difficulty.

IV. REFERENCE MATERIALS

Character, Conduct and Study; Cunningham—Putnam
Christ in High School Life; Claggett
How to Study; Wells
Learning How to Study and Work Effectively; W. F. Book—Ginn & Co.
With High School Boys; Chapman

SOCIAL SEX EDUCATION

I. ACTIVITIES

A. What the Group Can Do Together

Let the group discuss what standards should guide the relations of boys and girls. The group should discuss this question until they have developed a code for their group which will guide all their boy and girl relationships.

Let the group discuss what makes a happy home and what they can do in preparation for making a happy home.

Discuss the reasons that make some marriages you know unhappy, and decide what habits and characteristics you should develop if you are to be happily married.

Have a capable leader present and interpret life facts as seen in plant and animal life.

Help group to study physiology so as to understand the natural God-given functions of their body, and also know how to take care of their organs. This study should also include an understanding of human reproduction.

The two last named items need direct presentation in separate groups of boys and girls by a trained person who can add an interpretation of emotions, desires, controls and suit the presentation to the needs of the group so there will be an understanding of the nature and thought life of the other sex.

Let the group discuss what standards should guide the relations of boys and girls and how these standards will affect personal and group relations in recreation.

Discuss the relation of the individuals and home standards to society. What makes a good community, nation? Discuss the contribution of each to society.

B. What the Members Can Do Individually

Study your physiology so as to understand the natural God-given functions of your body, and also know how to take care of your organs.

Read a book recommended by reliable person.

Develop such deep friendship with your father (boys) or mother (girls) that you can talk together regarding all problems of boy and girl relationships. Sometimes this is impossible, and in such cases boys and girls can usually find Christian leaders (pastor or teacher) who would be glad to be a real friend, and help solve problems.

II. DESIRABLE OUTCOMES

The leader will keep in mind the following questions:

1. What does the leader expect in character changes?
2. What is the previous attitude of the members of the group to the members of the opposite sex?
3. How many have changed their attitude and practice for the better?
4. What is the expectation of the members in regard to their own future homes?
5. What effect does this have upon present habits?
6. What books have the members read?
7. In what ways have ideals been presented?
8. Have the following traits appeared as a result: Co-operation; Faith; Good Will; Health; Humility; Love; Loyalty; Penitence; Purity; Reverence; Self-control; Self-respect; Spirituality?

III. METHODS THAT OTHERS HAVE USED

One leader had a series of meetings with parents. An experienced speaker was secured to answer questions and help the parents face the problems they were having in helping their boys and girls in sex education.

One leader placed several good books and pamphlets in the class room and the pupils read them as they chose.

Many leaders have discussed the problems and facts relating to this subject in class or club meeting with profit.

IV. REFERENCE MATERIALS

Adolescence; Bigelow
Biology of Sex; Galloway
Father and His Boy; Galloway
For Girls and the Mothers of Girls; Hood
Herself and Himself; Lowry
Keeping in Condition; Moore
Men, Women and God; Gray—Association Press
Psychology of Adolescence; Tracy—Macmillan
Plant and Animal Children; Tovelle
Sex and Common Sense; Maude Royden
Sex and Social Health; Galloway
The Three Gifts of Life; Smith
The New Psychology and the Teacher; Miller
Trend of the Teens; O'Shea
What Ails Our Youth; Coe—Scribners

STORY-TELLING

I. ACTIVITIES

A. What the Group Can Do Together

Have a presentation followed by a discussion on "Story-telling as a builder of character" with practical illustrations of its use as a builder of character on the playground, in the school-room, and in the home.

Survey, report and discuss the story-telling opportunities for young people in (a) The Sunday School; (b) The Playground; (c) In the Church; (d) In the Home; (e) In Young People's organizations.

As a result work out a story-telling club program for your group that will make it posible for young people to make a vital contribution through the use of stories in one or more of the agencies listed above.

Outline a year's plan for your group as a story-telling club that will tend to make every member of the group familiar with the educational principles underlying the successful use of stories as character-builders; and that will also give to each member of the group some actual practice in the telling of stories.

Plan, promote, and hold at least one public story-telling session of your club or group that will illustrate ways in which the story may be effectually used in building character.

B. What the Members Can Do Individually

Secure a course credit in Story Telling in the Standard Leadership Curriculum.

Enter heartily into the plans of your group in making a systematic and purposeful study of story-telling as a character-builder.

Study and report on whatever assignments are given you.

Lead the discussion of your group on some phase of story telling at least once during the year, and participate freely in discussion when others are leading.

Learn and retell at least one great story in the presence of your group each year. Indicate what you think the character-building value is in the story you retell to the group.

Participate as often as possible in story-telling activities outside your own group. Remember every individual who will master the art of retelling as many as half a dozen of the great stories of literature, will, in the mastery of these stories, build for himself such a standard of story appreciation and skill as will forever afterward keep him from mediocrity in the telling and use of stories.

Tell stories as often as possible in your own home, in school, in church and on the playground, criticizing your work in the light of what the best story writers have to say about effective story-telling.

II. DESIRABLE OUTCOMES

The leader will keep in mind the following questions:

1. What character changes would you expect from this activity?

2. Have your members become appreciative of the great stories of literature?

3. How many members have gained more of the acquired story-telling ability?

4. How many have participated in story telling service?

5. Have the following character traits emerged: Co-operation; Creativity; Dependability; Joyousness; Love; Purposefulness; Self-Control; Self Respect?

III. METHODS THAT OTHERS HAVE USED

Studied the needs of neglected children in their communities and helped to meet their needs through "story hours," dramatization, etc.

Put on once each year a public demonstration of the place, power and practical use of story telling in the building of character.

Get in touch with orphans' homes, homes for delinquent children, institutions for shut-ins and provided for them a monthly "Pleasant Sunday afternoon" of stories, dramatizations, and games.

Developed in their own group a story-telling club program which has helped each member of the group to be able to render effective and skilled service in the field of story telling and dramatization in their own homes, churches, etc.

IV. REFERENCE MATERIALS

Cave Boys; Burr—Association Press
Camp Fire Girls—Indian Stories—Joyful Star and Others; Partridge—Macmillan
Girlhood Stories of Famous Women; Coe
Historic Girls; Brooks
Religious Education Through Story Telling; Cather—Abingdon Press
Stories and Story Telling; St. John
For the Story Teller; Bailey
The Use of the Story in Religious Education; Eggleston—Doran
Women of the Bible; Van Dyke
Story-telling Projects for Leaders of Youth—a separate pamphlet in these materials

THRIFT

I. ACTIVITIES

A. What the Group Can Do Together

Discussion groups on earning, saving, spending, giving.

Work out a standard governing the above.

Have a banker or business man explain banking system and suggest ways of saving money and establishing thrift habits.

Have group suggest ways in which club might save money.

Study families of community with view to finding out percentage in which incomes are adequate. Where they are not, try to

discover relationship between that and thrift, if there is any relationship.

Select some definite project in which group is interested and to which they would like to contribute. Plan ways of securing funds for it.

Discuss the part members of group should have in regular community, national, and world betterment movements.

Work out a thrift exhibit by charts or posters.

Study and report on the business ideals of the community.

B. What the Members Can Do Individually

Make and carry out plans for making definite amount of money.

Keep record of all money received and spent for given length of time.

Open bank account and save certain per cent of earnings.

If in school, find out how much it costs to keep you there. Try to observe strict economy and also make part of your way yourself.

Co-operate with family in wise use of money in home. Evaluate things you or family have bought and see if money was wisely invested.

Plan to earn money around home in addition to regular duties.

II. DESIRABLE OUTCOMES

The leader will keep in mind the following questions:

1. Is your main purpose in any thrift activity the development of elements in character or the saving of money?

2. As a result of this feature in your program have you noted instances in which your members have saved money for future needs instead of meeting a present desire?

3. Have any of the members begun keeping a budget of receipts and expenditures for the first time?

4. Have any members improved their own budget plan?

5. Have the members studied and used investment opportunities for money?

6. Do they give of their money?

7. Have the following character traits emerged: Co-operation; Dependability; Good Will; Love; Loyalty; Purposefulness; Self-control?

III. METHODS THAT OTHERS HAVE USED

Members have saved money for their summer camp.

An "Earn-Save-Give" campaign.

Shared in National Thrift Week for the community.

IV. REFERENCE MATERIALS

Pioneer and Comrade Handbooks—Association Press
Spending the Family Income; Agnes Donhan
Successful Family Life on a Moderate Income; Abel
Thrifty Bill Booklet; Cheley

VOCATIONAL GUIDANCE

I. ACTIVITIES

A. What the Group Can Do Together

Have a discussion group or study class on "Principles in Choosing a Life Work."

Have talks by successful Christian men (or women)—physician, lawyer, teacher, nurse, etc., about their professions and what they involve. Cover a wide variety of vocations.

Group could discuss changes that might be made in some professions in order that they may more nearly conform to Christian ideals.

Discuss profit motive vs. service motive in choosing a vocation. Take trips to different business institutions, keeping in mind vocational opportunities, and what they involve.

Have a discussion on the importance of an education.

B. What the Members Can Do Individually

Fill out self analysis blank and determine your vocational direction.

List 20 vocations—talk with representatives of ten and describe to group the two that interest you most.

Talk personally to men in professions in which you are interested and discuss service possibilities and qualifications.

Work out statement of what education you will need—expense, time, etc., and plan how you may get it.

II. DESIRABLE OUTCOMES

The leader will keep in mind the following questions:

1. In what ways does the leader expect the group activities to affect character?
2. What members already have a vocational interest or choice?
3. How many members have had interviews with people in various lines of work?
4. What is their attitude towards vocational preparation?
5. Have they become conscious of income or service or creative satisfaction as the main element in vocation?
6. Do they think of vocation as selfish or as a channel of doing the will of God?
7. What is their attitude towards a divine calling in any life work?
8. What have they discovered about their own inclinations and capacities?
9. What have they found out about the requirements of the various vocations?
10. Have the following traits of character emerged: Purposefulness; Open-mindedness; Loyalty; Honesty; Dependability; Creativity; Courage; Co-operation?

III. METHODS THAT OTHERS HAVE USED

Co-operated with other churches in holding a vocational guidance conference. Specialists were in charge of each discussion group and boys and girls rotated to interview different leaders.

One group visited a bank; were escorted through the entire institution; allowed to handle the money; and the banking business explained to them.

IV. REFERENCE MATERIALS

Biography as a Guide to Vocations for Women
Careers for Women; Catherine Filene
A Christian's Life Work; Shaver
The Find Yourself Idea; Robinson—Association Press
Getting Into Your Life Work; Doxsee—Abingdon Press
Hall with Doors
Making Life Count; Foster
Out Into Life; Horton—Abingdon Press
Religious Vocations—United Society of Christian Endeavor
The Right Job; Blackford and Newcome—Review of Reviews Corporation
Securing Christian Leaders for Tomorrow; Cavert—Doran
Training the Girl; Wm. A. McKeever—Macmillan
Vocations in the Church; Crawford—Abingdon Press
Vocational Training for Boys; Weaver—A. S. Barnes Co.
Vocational Training for Girls; Weaver—A. S. Barnes Co.
What Shall I Do With My Life? Donnelly—Westminster Press
The Will of God for a Man's Life Work; Wright

WORK

I. ACTIVITIES

A. What the Group Can Do Together

Group might discuss "What is Success?"

Work out a list of general qualities that make men and women successful in their work. Also list of qualities that hinder or cause failure.

Have some men who are employers give talks to the group as to qualifications they most desire in their employees.

Have each member of the group find one illustration of how faithfulness in some particular task meant advancement, and report to the group.

Arrange for a series of lectures or talks on "What a young man or woman needs to succeed in business" for boys and girls of the community.

Attend in a group any special lectures or demonstrations that would be helpful.

Work out a set of principles that will help a boy determine whether or not he is fitted for the work he has chosen.

Evaluate lines of work in community as to their routine or creative character; do they make men or goods only?

B. What the Members Can Do Individually

Study your own job with a view to finding out how to do it better.

Talk with men or women who understand your work and seek their counsel.

Take a correspondence course or attend class at night school.

Write down some suggestions which you think would improve the department in which you work.

Visit other firms similar to yours with a view to learning better way in which to do your task.

Read biographies, articles in magazines, and books, and attend lectures in order to become more efficient.

Participate in activities of your firm such as ball teams, glee clubs, etc.

II. DESIRABLE OUTCOMES

The leader will keep in mind the following questions:

1. In what ways does the leader expect to change the attitude of his members toward work?

2. What is their present attitude?

3. Do they think of work as drudgery or as happy self-expression?

4. Are they time-clock workers or are they interested in their tasks?

5. Many of the questions given under the section on vocations will be helpful here.

6. Have the following character traits appeared: Purposefulness; Courage; Co-operation; Health; Loyalty; Obedience; Self-control; Self-respect; Spirituality?

III. METHODS THAT OTHERS HAVE USED

Discussion (privately) with each member employed on problems of his work. Very profitable.

A group analysis of the successful men and women in the community.

IV. REFERENCE MATERIALS

A Challenge to Life Service; Harris—Robbins
The Canadian Girl at Work; Dr. Helen M. McMurphy
Health Confessions of Business Women by Business Women—Board of Health, Ont.
How to Work; Wells
The Joy in Work; LaSalle—Henry Holt & Co.
The Meaning of Service; Fosdick—Association Press
What Men Live By; Cabot
Your Biggest Job, School or Business; Smith

WORLD FRIENDSHIP

I. ACTIVITIES

A. Civic and Social Problems

Study nationalities in America with a view of finding out what they have done for America—their art, literature, music, etc.

Invite other racial group to church. Provide a party or social evening.

Visit some social center in the community.

Visit state or provincial legislative body, town or city council, local board of health, or board of education while in session.

Report to group, or to larger unit in church.

Study and report on such topics as—Wages in industry; profit vs. persons in industry; unemployment; industrial diseases; law enforcement; health and sanitary regulations.

B. National Missions

C. World-wide Missions

Full information regarding enterprises under the above heads can be secured from denominational headquarters. Every leader should secure these.

II. DESIRABLE OUTCOMES

The leader will keep in mind the following questions:

1. What changes does the leader expect in world attitudes?
2. What is the present attitude of the members in this respect?
3. Have the members become better informed and more appreciative of people of other races and in other countries?
4. How much information have they gained regarding other peoples?
5. What opportunities have they had through the group activities for coming in contact with other and different groups?
6. What opportunities for rendering service have they had?
7. How have they acted in relation to other peoples in actual contact?
8. Have they studied critically and constructively such problems as war, peace, industry, expansion, nationalism, internationalism, League of Nations, Foreign Missions, native leadership of Christian church in other countries, etc.?
9. Have the following character traits developed? Co-operation; Good Will; Love; Humility; Open-mindedness; Purposefulness; Reverence; Spirituality?

III. METHODS OTHERS HAVE USED

Denominational headquarters will provide details here.

IV. REFERENCE MATERIALS

Across Borderlands—National Council for Prevention of War, 532 17th St., N. W., Washington, D. C.

Adventures in World Co-operation—Jerome Davis, U. S. C. A.

Christ of the Indian Road, The—Jones
Christian Young People and World Friendships—Shaver
The Clash of Color; Basil Mathews—Missionary Education Movement
Heroes—Moran; Association Press
India and Her Peoples; Walker
International Guide to Material Description of Many Lands and People—League of Nations-Non-Partisan Association, New York City
Land of All Nations, The—Seebach—Missionary Education Movement
Making Missions Real—Stowell
Marks of a World Christian—Fleming
Men Who Dared—Trumbull
The Moslem Faces the Future; Sailor
Projects in World Friendship; Lobingier—University of Chicago Press
Project Principle in Religious Education, The—Shaver
Training World Christians—Loveland—The Methodist Book Concern
Through the Gateway—National Council for Prevention of War
Whither Bound in Missions; Fleming
World Friendship Through the Church School; Lobingier—Univ. of Chicago Press
Youth Faces Life—Helsingfors Report

WORSHIP

I. ACTIVITIES

A. What the Group Can Do Together

Make a study of the worship opportunities afforded by the local church; their scope; spiritual value; readiness of participation; etc., and discuss it in the group.

Make a study and survey of the place of worship in human life. Report and discuss in the group.

Arrange for providing better worship opportunities for younger groups in the church or the community.

Arrange and carry through an outdoor worship service.

Arrange and carry through a worship service or a series in connection with the church school, the regular church service, or other group meeting.

Arrange and carry through a worship service in a hospital, old people's home, etc.

Prepare suggested worship services that can be sent out through a community young people's organization to other schools and churches.

B. What the Members Can Do Individually

Secure a course credit in worship in the High School or Standard Leadership Course.

Study and report individually on the meaning of worship and the worship program of the local church.

Conduct a worship service.

Serve on a committee preparing a worship service.

Participate in one or more worship services.

Spend a definite period in personal meditation at the close of a conference, a summer camp, study course, etc., in a worshipful situation such as a nature beauty spot by the lake or river or in the mountain, quiet church auditorium alone, watching a sunset or sun-rise, etc.

Make a personal study of the values that other people secure from worship activities.

II. DESIRABLE OUTCOMES

The leader will keep in mind the following questions:

1. What character changes would you expect to grow out of Worship?

2. Have your members taken a different attitude toward the worship of church, Sunday school, etc., as expressed in quiet, reverent attitude, participation, intelligent understanding, results in life?

3. What instances do you know of a worship service affecting conduct?

4. Have your activities lead to a reverent attitude toward God, other people, nature, literature, great characters, Christ, the Bible, etc.

5. Have the following character traits been developed: Faith; Forgivingness; Good Will; Humility; Love; Loyalty; Obedience; Reverence; Spirituality?

III. METHODS OTHERS HAVE USED

In a certain church the spirit in which the young people participated in worship services was radically changed when the leader began by taking the group to an out-door beauty spot for a camp supper, a fire side sing ending up with a simple effective good-night worship around the fire.

At an evening meeting of a girls' group, the worshipful atmosphere is greatly aided by lowering the lights during the time of prayer with all the members facing one end of the room in which there is a lighted picture of Jesus at prayer.

IV. REFERENCE MATERIALS

A Book of Prayers—written for use in an Indian College
History of Hymns and Tunes; Breed
Keeping in Touch with God; Anderson
A Leader's Book of Prayers
Manual for Training in Worship; Hartshorne—Scribners
Meaning of Prayer; Fosdick—Association Press
Method in Teaching Religion; Betts and Hawthorne—Abingdon Press
More Story Worship Programs for the Church School Year; Stowell—Doran
Prayer Meeting Methods; Wells
Reality in Worship; Sperry

Services for the Open Air; Matoon and Bragian
Stories for Worship and How to Follow Them Up; Hartshorne —Scribners
Story Worship Material—National Girls' Work Board, Canada
Story Worship Program for the Church School Year; Stowell —Doran
Training the Devotional Life; Weigle and Tweedy—Pilgrim Press
A Worship Book for Boys and Girls; Humbert
Worship and Leaders of Youth—a separate pamphlet in these materials

FURTHER TRAINING FOR LEADERS OF YOUTH

The successful leader of youth is continually growing in leadership capacity. Therefore, it is suggested that, in addition to the diligent use of these materials and of others that may supplement and enrich them from time to time, the devoted and ambitious leader will avail himself or herself of some of the following opportunities for further equipment in leadership:

(1) **The Standard Leadership Training Curriculum** developed co-operatively by forty denominations in North America. Many of the best leaders cover two units of this course each year in local church, community, or summer schools. Full information can be secured from the denominational headquarters, state or provincial offices, or the International Council of Religious Education.

(2) **Reading of Books.** The lists given in these materials will help. "A Book a month" is the purpose of many.

(3) **Reading of Magazines.** All leadership journals issued by the denomination should be used. The International Journal of Religious Education serves the forty denominations co-operatively (5 South Wabash Ave., Chicago, Illinois).

(4) **Conferences, conventions, and leadership institutes.** Information as to these can be secured from denominational, state, and provincial headquarters.

(5) **Workers' conferences in the local school.**

(6) **Summer schools and summer training camps and conferences.** These are conducted widely throughout the continent by denominations, co-operative councils, and the International Council of Religious Education. Full information can be secured by writing the headquarters concerned.

Season of 1927-28 Date .....

ENROLLMENT OF CO-OPERATING CHRISTIAN QUEST GROUP

Note: In order to secure the best results from the use of these materials the Committee believes that EACH GROUP USING THEM SHOULD BE LISTED IN THE HEADQUARTERS OFFICE OF THE ORGANIZATION TO WHICH IT BELONGS. In this way suggestions can be sent to the group and the group can in turn report its experience for the guidance and help of others. For this purpose this form for such enrollment is provided.

We hereby register the following group as one that is willing to co-operate in using the materials of the Committee on Religious Education of Youth, and in reporting the results.

1. Connection of the Group

Name .....

Name of Church or other organization .....

(Please give name of group, such as Organized Class; Organized Department; Young People's Society; Hi-Y Club; Girl Reserve Club, etc. Also be specific in naming the church or other organization.)

2. Program of the Group

We agree to give the materials issued by the Committee fair trial and diligent use by undertaking as many as possible of the plans proposed.

Three Months? ..... Six Months? .....

3. Our Organization

President's name and address .....

.....

Secretary's name and address .....

.....

Adult Leader's name and address .....

.....

Committees: .....

No. of members ..... No. Male .....

No. Female ..... Age Range .....

4. We agree to report to our own headquarters agency the result of our experience in the use of the plans proposed and of any others used by us.

Send this form to the headquarters of the agency with which the group is connected, such as denominational board, or other agency. If such address is not available, send to Secretary of Committee on Religious Education of Youth, 5 South Wabash Ave., Chicago, Ill., **by whom the form will be forwarded at once to the proper office.**

CO-OPERATING GROUPS WILL RECEIVE WITHOUT CHARGE AT INTERVALS SUGGESTIONS IN REGARD TO THE USE OF THESE MATERIALS

From "Program Suggestions for Group Leaders"

BAPTIST DIVINITY SCHOOL LIBRARY

REPORT OF EXPERIENCE
of
CO-OPERATING CHRISTIAN QUEST GROUP
for use of
COMMITTEE ON RELIGIOUS EDUCATION OF YOUTH

Name of Group Reporting .....

Name of Church or Other Organization .....

1. **Getting Acquainted**—Was this done?
   How? What results?

2. **Unifying the Group**—Was this done?
   How? What results?

3. **Setting the Goal**—Was this done?
   How? What results?

4. **Studying the Growth of the Members**—Was this done?
   How?
   Plan I Plan II Plan III

5. **Building the Group Program**—Was this done?
   How? What was planned?

6. **Choosing the Members' Purpose**—Was this done?
   How?

7. **Choosing the Leader's Objectives**—Was this done?
   How?

8. **Carrying Out the Group Program**—Was this done?
   How? What results?

9. **Testing the Results**—Was this done?
   How? What results?

10. **What else** did the group do?

Note: If the items on this page have already been reported on for your group in connection with some other pamphlet, it is not necessary to repeat them here.

See other side of this report on which to report on this pamphlet "Program Suggestions for Group Leaders."

REPORT ON THIS SECTION "PROGRAM SUGGESTIONS FOR GROUP LEADERS"

In what ways was this section used?

Did you decide what you were to do and then come here for help? or

Did you come here for ideas as to what to do?

Tell how you used these suggestions.

How did you check up on "Desired Results?"

In what ways was this section helpful?

At what points did you want some specific help that this section did not provide? (Name in detail the sort of help you wanted.)

At what points was the material weak, or impracticable?

Please name those sections in this material that meant nothing to you. Give reasons.

Please describe in detail the ways in which you would suggest that this section be strengthened.

No. in group ..... Male ..... Female .....

Age Range .....

Time covered by this report .....

President's name and address .....

.....

Secretary's name and address .....

.....

Adult Leader's name and address .....

.....

Send this report to the headquarters of the agency with which the group is connected, such as denominational board, or other agency. If such address is not available, send to Secretary of Committee on Religious Education of Youth, 5 South Wabash Ave., Chicago, Ill., **by whom the form will be forwarded at once to the proper office.**

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